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ABSTRACT

Findings from a principal survey on safety, discipline, and drug use prevention are presented in this report. A national questionnaire mailed to 884 public elementary and secondary school principals yielded 830 usable returns, a 94 percent response rate. Respondents were asked about the extent of discipline problems within their schools and the nature and effectiveness of their schools' current policies and drug education programs. Data are presented by instructional level, type of school location, enrollment size, region, and percentage of students receiving free or reduced-price lunches. After a list of definitions, 17 statistical tables illustrate the problems in schools, disciplinary actions, services and procedures, limitations to maintaining order and discipline, programs and policies, drug use education, and community support. Highlights of the findings include the following facts: (1) student alcohol use was considered a serious or moderate problem by 11 percent of all public school principals; (2) over 90 percent of public schools--both elementary and secondary--offer referrals to social services outside the school system for disruptive behavior; and (3) general discipline programs and policies were considered to be highly effective in reducing disruptive behavior by 33 percent of public school principals. Appendices contain standard error tables and the questionnaire. (LMI)

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Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools

Contractor Report

FRSS
Fast Response Survey System

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Wendy Mansfield
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U.S. Department of Education
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National Center for Education Statistics
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February 1992

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Highlights

- Student alcohol use was considered a serious or moderate problem by 11 percent of all public school principals (Table 2). Thirty-three percent of secondary school principals and 2 percent of elementary school principals thought student alcohol use was a serious or moderate problem in their school.

- Student drug use was considered a serious or moderate problem by 6 percent of all public school principals (Table 2). Sixteen percent of secondary school principals and 1 percent of elementary school principals thought student drug use was a serious or moderate problem in their school.

- For every 100 students, public school principals reported an average of about 6 in-school suspensions due to disruptive behavior or student alcohol and drug use, possession, or sales during the fall 1990 semester (Table 3). Principals also reported that, for every 100 students, there were about 4 out-of-school suspensions, but less than 1 expulsion, transfer to an alternative school, or police notification.

- Over 90 percent of public schools—both elementary and secondary schools—offer referrals to social services outside the school system for disruptive students (Table 5). About 70 percent of public schools offer such outside referrals for students using alcohol, drugs, or tobacco (Table 6).

- Thirty-five percent of public school principals indicated that their ability to maintain order and discipline in their school was limited to a great or moderate extent by a lack of or inadequate alternative placements/programs for disruptive students (Table 8).

- School alcohol prevention programs and policies were considered highly effective in reducing alcohol use by 11 percent of public school principals, moderately effective by 17 percent, not very effective by 5 percent, and not at all effective by 1 percent (Table 9). Alcohol use was considered not a problem in their school by the remaining 66 percent of principals.

- General discipline programs and policies were considered highly effective in reducing disruptive behavior by 33 percent of public school principals, moderately effective by 45 percent, not very effective by 4 percent, and not at all effective by 1 percent (Table 9). Disruptive behavior was considered not a problem in their school by the remaining 17 percent of principals.

- Public schools offer drug use education in many settings. Over 90 percent offer drug use education within the health curriculum; 86 percent at special assemblies or events; 74 percent within the science curriculum; 63 percent throughout the curriculum; and 37 percent as a separate course (Table 11).

- The average number of hours drug use education was taught in each public school grade during the 1990-91 school year ranged from about 10 hours in kindergarten to about 26 hours in grade 7 and to about 15 hours in grade 12 (Table 12).

- According to 69 percent of public school principals, police provided assistance or educational support to a great or moderate extent in promoting safe, disciplined, and drug-free schools (Table 15). About half of school principals indicated that social service agencies and parent groups provided the same level of support.

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Introduction to the Data

This report is the second in a series of three E.D. TABS on safe, disciplined, and drug-free schools. It presents statistics on public elementary and secondary school principals' perspectives of issues related to safety, discipline, and drug-use prevention in their schools. A national sample of 830 public school principals responded to questions concerning the extent of discipline problems within their schools and the nature and effectiveness of their schools' current policies and drug education programs.

To the extent that student alcohol and drug use, violence, and disruptive behavior are problems facing schools, they are impediments to learning. To address such problems, the nation's Governors and the President endorsed a set of National Education Goals to be reached by the year 2000. National Education Goal Six calls for all schools in America to be free of drugs and violence and to offer a safe, disciplined environment conducive to learning. To achieve this goal, policymakers, educators, and the public need information about the current status of the nation's schools and the extent to which various objectives are being met.

The tabular summaries in this report are based on data collected from the Principal Survey on Safe, Disciplined, and Drug-Free Schools for the National Center for Education Statistics (NCES). The survey was conducted by Westat, Inc., a research firm in Rockville, Maryland, through the Fast Response Survey System (FRSS). FRSS was designed to provide data on policy-related issues regarding emerging educational developments. The tables present data for all principals and for principals by instructional level (elementary, secondary), type of school location (city, urban fringe, town, rural), enrollment size (less than 300, 300 to 999, 1,000 or more), region (Northeast, Central, Southeast, and West), and percentage of students receiving free or reduced-price lunches (10 percent or less, 11 to 40 percent, 41 percent or more). Statistics in all tables are based on national estimates.

Two other surveys on safe, disciplined, and drug-free schools were conducted along with the principal survey: a survey of school teachers and a survey of district superintendents. An E.D. TABS report on the Teacher Survey on Safe, Disciplined, and Drug-Free Schools (NCES 91-091) has been published, and an E.D. TABS report on the district survey is forthcoming. Finally, a report examining the data from the three surveys will be produced.

Definitions

Common Core of Data Public School Universe — A tape containing 84,968 records, one for each public elementary and secondary school in the 50 States, District of Columbia, and five outlying areas, as reported to the National Center for Education Statistics by the State education agencies. Records on this file contain the name, address, and telephone number of the school, name of the school district or other agency that operates the school, codes for school type and locale, the full-time-equivalent number of classroom teachers assigned to the school, the number of students eligible for the federal free-lunch program, and membership, by grade and racial/ethnic categories.

City — A central city of a Standard Metropolitan Statistical Area (SMSA).

Urban Fringe — A place within an SMSA of a large or mid-size central city and defined as urban by the U.S. Bureau of Census.

Town — A place not within an SMSA, but with a population greater than or equal to 2,500, and defined as urban by the U.S. Bureau of Census.

Rural — A place with population less than 2,500 and defined as rural by the U.S. Bureau of Census.

Elementary school — A school whose lowest grade is 6 or lower, and whose highest grade is 8 or lower. (Junior high and middle schools may be classified as elementary schools if their grade spans fall within this range.)

Secondary school — A school whose lowest grade is 7 or higher.

Combined school — A school whose lowest grade is 6 or lower, and whose highest grade is 9 or higher.

Full-time-equivalent (FTE) — Amount of time required to perform an assignment stated as a proportion of a full-time position and computed by dividing the amount of time employed by the time normally required for a full-time position.

Drug use education — Refers to learning activities and related policies to prevent or reduce alcohol, drug (e.g., marijuana, inhalants, cocaine), and tobacco use by youth. It does *not* include clinical treatment or rehabilitation.

Disruptive behavior — Refers to serious and/or unlawful actions that may interfere with order in school (e.g., physical attacks, property destruction, thefts). Alcohol, drug, and tobacco use, possession, sales, and distribution are reported separately on the FRSS questionnaire and are *not* included under "disruptive behavior."

Misbehavior — Refers to less serious actions that may interfere with classroom teaching (e.g., student talking in class, tardiness, class cutting).

Northeast region — Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.

Central region — Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

Southeast region — Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

West region — Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming.

Table A.--Number and percentage of public school principals in the study sample and the estimated number and percentage in the nation, by school characteristics: United States, 1990-91

School characteristic	Sample		National estimate*	
	Number	Percent	Number (in thousands)	Percent
All schools	830	100	80,400	100
Instructional level				
Combined	33	4	3,900	5
Elementary	510	61	57,100	71
Secondary	287	35	19,300	24
Location of school				
City	204	25	18,500	23
Urban fringe	212	26	19,000	24
Town	221	27	20,600	26
Rural	193	23	22,200	28
Enrollment size				
Less than 300	182	22	25,700	32
300 to 999	524	63	48,000	60
1,000 or more	124	15	6,600	8
Region				
Northeast	170	21	15,100	19
Central	231	28	24,000	30
Southeast	197	24	17,500	22
West	232	28	23,700	30
Percentage of students receiving free or reduced-price lunches				
10 percent or less	208	25	17,800	22
11 to 40 percent	358	43	35,700	44
41 percent or more	256	31	25,500	32
Not available	8	1	1,400	2

*Data presented in all tables are weighted to produce national estimates. The sample was selected with probabilities proportionate to the square root of the number of full-time-equivalent (FTE) teachers in the school. Schools with larger FTEs have higher probabilities of inclusion and lower weights.

NOTE: Percentages may not sum to 100 and numbers may not sum to totals because of rounding.

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 1.--Percentage of public school principals indicating the extent of certain problems in their school: United States, 1990-91

Problem	Extent of problem			
	Serious	Moderate	Minor	Not a problem
Student tardiness	6	28	46	20
Student absenteeism/class cutting	5	20	40	35
Physical conflicts among students	3	20	53	24
Robbery or theft of items over $10	(+)	7	31	62
Vandalism of school property	1	10	42	46
Student alcohol use	3	8	18	72
Student drug use	1	5	21	73
Sale of drugs on school grounds	(+)	1	11	88
Student tobacco use	3	10	25	62
Student possession of weapons	(+)	3	17	81
Trespassing	1	6	27	66
Verbal abuse of teachers	2	9	44	45
Physical abuse of teachers	(+)	1	8	90
Teacher absenteeism	1	13	38	48
Teacher alcohol or drug use	(+)	1	10	89
Racial tensions	(+)	5	21	75

(+) Less than 0.5.

NOTE: Percentages are computed across each row, but may not sum to 100 because of rounding.

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 2.--Percentage of public school principals indicating that certain problems in their school were serious or moderate, by instructional level and location of school: United States, 1990-91

Problem	Total	School characteristic					
		Instructional level*		Location of school			
		Elementary	Secondary	City	Urban fringe	Town	Rural
Student tardiness	34	28	51	48	33	30	27
Student absenteeism/ class cutting	25	19	39	36	24	23	20
Physical conflicts among students	22	23	21	29	26	22	14
Robbery or theft of items over $10	7	5	13	9	6	4	9
Vandalism of school property	12	11	14	18	10	7	11
Student alcohol use	11	2	33	9	7	9	16
Student drug use	6	1	16	7	4	6	6
Sale of drugs on school grounds	1	(+)	2	1	2	0	1
Student tobacco use	13	3	40	12	10	13	17
Student possession of weapons	3	2	4	7	1	2	1
Trespassing	7	6	8	13	7	3	5
Verbal abuse of teachers	11	9	14	17	10	10	7
Physical abuse of teachers	1	1	1	5	(+)	1	0
Teacher absenteeism	14	12	19	20	14	11	12
Teacher alcohol or drug use	1	1	1	2	2	(+)	2
Racial tensions	5	4	6	8	5	4	3

(+) Less than 0.5.

*Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

NOTE: Percentages in the "total" column were computed by adding the percentages from the "serious" and "moderate" columns from Table 1. They may vary between tables because of rounding.

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 3.--Total and average number of times certain school actions were taken for disruptive behavior or student alcohol and drug use, possession, or sales during the fall 1990 semester, by school characteristics: United States, 1990-91

School characteristic	School action									
	Transfer to an alternative school		In-school suspension		Suspension		Expulsion		Notification of police	
	Total (in thousands)	Average number of occurrences per 100 students	Total (in thousands)	Average number of occurrences per 100 students	Total (in thousands)	Average number of occurrences per 100 students	Total (in thousands)	Average number of occurrences per 100 students	Total (in thousands)	Average number of occurrences per 100 students
All schools	107	0.3	2,412	6.3	1,463	3.7	37	0.1	133	0.3
Instructional level[1]										
Elementary	43	0.2	1,057	4.3	589	2.3	10	(+)	47	0.2
Secondary	62	0.5	1,219	10.0	801	6.2	25	0.2	82	0.6
Location of school										
City	52	0.4	941	8.1	537	4.4	15	0.1	66	0.5
Urban fringe	29	0.3	478	4.4	406	3.6	9	0.1	29	0.3
Town	17	0.2	576	6.4	329	3.4	9	0.1	24	0.3
Rural	9	0.1	417	6.4	191	2.9	4	0.1	14	0.2
Enrollment size										
Less than 300	6	0.1	196	4.7	158	3.7	5	0.1	13	0.3
300 to 999	50	0.2	1,411	5.6	815	3.1	16	0.1	69	0.3
1,000 or more	51	0.6	805	9.3	491	5.4	17	0.2	52	0.6
Region										
Northeast	15	0.2	333	4.7	250	3.2	2	(+)	18	0.2
Central	13	0.1	369	4.1	356	3.8	9	0.1	40	0.4
Southeast	20	0.2	938	9.6	500	4.9	13	0.1	18	0.2
West	60	0.5	771	6.5	356	2.9	14	0.1	57	0.5
Percentage of students receiving free or reduced-price lunches[2]										
10 percent or less	25	0.3	478	4.8	342	3.3	4	(+)	27	0.3
11 to 40 percent	43	0.3	1,044	6.7	485	2.9	17	0.1	49	0.3
41 percent or more	39	0.3	883	7.3	627	5.0	16	0.1	58	0.5

(+) Less than 0.05.

[1]Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

[2]A few principals did not report school data on students receiving free lunches; therefore, number of school actions for this characteristic may not sum to number of school actions for all schools.

NOTE: Numbers may not sum to totals because of rounding.

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 4.--Total number and percentage of different students for whom certain school actions were taken for disruptive behavior or student alcohol and drug use, possession, or sales during the fall 1990 semester, by school characteristics: United States, 1990-91

School characteristic	Students involved in disciplinary action									
	Transfer to an alternative school		In-school suspension		Suspension		Expulsion		Notification of police	
	Total (in thousands)	Percent	Total (in thousands)	Percent	Total (in thousands)	Percent	Total (in thousands)	Percent	Total (in thousands)	Percent
All schools	107	0.3	1,441	3.8	1,037	2.6	37	0.1	154	0.4
Instructional level[1]										
Elementary	41	0.2	647	2.6	416	1.6	9	(+)	51	0.2
Secondary	64	0.5	716	5.9	551	4.3	25	0.2	96	0.8
Location of school										
City	49	0.4	549	4.7	398	3.3	15	0.1	73	0.6
Urban fringe	31	0.3	319	3.0	268	2.4	9	0.1	33	0.3
Town	18	0.2	363	4.0	224	2.3	9	0.1	31	0.3
Rural	9	0.1	211	3.2	148	2.2	5	0.1	17	0.3
Enrollment size										
Less than 300	6	0.1	104	2.5	87	2.0	5	0.1	14	0.3
300 to 999	47	0.2	849	3.4	573	2.2	16	0.1	78	0.3
1,000 or more	54	0.6	488	5.6	377	4.1	17	0.2	62	0.7
Region										
Northeast	15	0.2	182	2.5	158	2.0	2	(+)	21	0.3
Central	14	0.2	257	2.8	247	2.6	9	0.1	44	0.5
Southeast	21	0.2	550	5.6	357	3.5	13	0.1	22	0.2
West	58	0.5	452	3.8	276	2.2	13	0.1	67	0.5
Percentage of students receiving free or reduced-price lunches[2]										
10 percent or less	25	0.3	280	2.8	232	2.3	4	(+)	33	0.3
11 to 40 percent	46	0.3	626	4.0	374	2.2	16	0.1	61	0.4
41 percent or more	36	0.3	533	4.4	425	3.4	16	0.1	60	0.5

(+) Less than 0.05.

[1]Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

[2]A few principals did not report school data on students receiving free lunches; therefore, number of students involved in disciplinary actions for this characteristic may not sum to number of students involved in disciplinary actions for all schools.

NOTE: Numbers may not sum to totals because of rounding.

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 5.--Percentage of public school principals indicating whether their school has certain types of services and procedures sponsored by the school or district specifically for disruptive students: United States, 1990-91

Service or procedure	Services for disruptive students								
	Yes			No			Not needed		
	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary
Individual or group counseling programs	82	82	83	12	12	13	6	6	5
Peer counseling program	34	30	47	59	62	50	7	8	3
In-school suspension	75	75	73	19	18	23	6	7	4
Procedure to identify high risk students	81	81	83	15	15	15	4	4	2
Procedure to refer to alternative programs or schools*	67	67	68	26	25	27	6	7	2
Academic assistance programs	71	69	77	24	26	21	4	5	2
Support groups for students (student assistance programs or SAPs)	42	39	54	50	52	43	8	9	3
Community service projects	40	41	40	52	50	56	8	10	4
Health services	73	74	70	23	22	28	3	3	2
Referral to social services outside the school system	91	91	92	6	6	6	3	3	2
Parent participation in school decisions about students	82	83	81	15	14	17	3	3	1
Outreach or education programs for parents	50	56	36	46	40	61	4	4	3
Classroom instruction in conflict management	54	57	47	42	39	50	4	5	3

*Approximately 1 percent of the respondents were principals at alternative schools and, thus, did not answer this item.

NOTE: Percentages are computed across each row, but may not sum to 100 because of rounding.

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 6.--Percentage of public school principals indicating whether their school has certain types of services and procedures sponsored by the school or district specifically for students using alcohol, drugs, or tobacco: United States, 1990-91

Service or procedure	Services for students using alcohol, drugs, or tobacco								
	Yes			No			Not needed		
	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary
Individual or group counseling programs	57	47	83	16	18	12	27	35	5
Peer counseling program	27	20	47	44	43	47	28	36	6
In-school suspension	44	38	57	26	23	36	30	38	7
Procedure to identify high risk students	56	48	78	20	20	18	24	32	4
Procedure to refer to alternative programs or schools*	47	42	64	26	25	29	25	33	5
Academic assistance programs	46	39	63	27	26	31	27	35	6
Support groups for students (student assistance programs or SAPs)	37	29	57	37	37	38	26	34	6
Community service projects	29	26	37	43	38	56	28	36	7
Health services	54	48	69	22	20	26	24	31	4
Referral to social services outside the school system	68	60	89	8	8	6	24	32	5
Parent participation in school decisions about students	58	51	76	17	16	19	25	33	4
Outreach or education programs for parents	37	36	40	38	32	55	24	32	4
Classroom instruction in conflict management	38	36	42	37	31	53	25	33	5

*Approximately 1 percent of the respondents were principals at alternative schools and, thus, did not answer this item.

NOTE: Percentages are computed across each row, but may not sum to 100 because of rounding.

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 7.--Percentage of public school principals indicating the extent to which certain factors limit the ability to maintain order and discipline in their school: United States, 1990-91

Factor	Limits ability to maintain order and discipline			
	Great extent	Moderate extent	Small extent	Not at all
Lack of or inadequate number of security personnel	2	5	15	79
Lack of or inadequate teacher training in discipline procedures and school law	3	14	37	45
Lack of or inadequate alternative placements/ programs for disruptive students	12	22	30	36
Likelihood of complaints from parents	3	16	39	42
Lack of teacher support for policies	1	6	29	64
Faculty's fear of student reprisal	(+)	3	17	80

(+) Less than 0.5.

NOTE: Percentages are computed across each row, but may not sum to 100 because of rounding.

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 8.--Percentage of public school principals indicating that certain factors limit to a great or moderate extent the ability to maintain order and discipline in their school, by instructional level and location of school: United States, 1990-91

Factor limiting the ability to maintain order and discipline	Total	School characteristic					
		Instructional level*		Location of school			
		Elementary	Secondary	City	Urban fringe	Town	Rural
Lack of or inadequate number of security personnel	7	5	11	15	7	3	3
Lack of or inadequate teacher training in discipline procedures and school law	17	17	18	26	15	13	15
Lack of or inadequate alternative placements/ programs for disruptive students	35	34	38	43	32	33	31
Likelihood of complaints from parents	19	21	16	24	17	13	23
Lack of teacher support for policies	7	6	10	11	6	8	5
Faculty's fear of student reprisal	3	2	5	5	2	3	3

*Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

NOTE: Percentages in the "total" column were computed by adding the percentages from the "great extent" and "moderate extent" columns from Table 7. They may vary between tables because of rounding.

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 9.--Percentage of public school principals indicating specified levels of effectiveness for their school's alcohol, drug, and tobacco prevention programs and policies and general discipline programs and policies in reducing certain problems: United States, 1990-91

Student problem	Policy effectiveness				
	Highly effective	Moderately effective	Not very effective	Not at all effective	Use or behavior not a problem
Alcohol use*	11	17	5	1	66
Drug use*	14	15	4	(+)	66
Tobacco use*	11	18	9	3	59
Disruptive behavior	33	45	4	1	17
Misbehavior	35	50	4	(+)	11

(+) Less than 0.5.

*The percentages reported in the "use or behavior not a problem" column are slightly lower than those in Table 1. Some of the respondents that indicated in Table 1 that alcohol, drug, or tobacco use was not a problem chose to indicate here that their school policies were highly effective. Less than 1 percent of the principals reported that their school had no alcohol, drug, or tobacco prevention programs or policies and, thus, did not answer this item.

NOTE: Percentages are computed across each row, but may not sum to 100 because of rounding.

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 10.--Percentage of public school principals indicating that their school's alcohol, drug, and tobacco prevention programs and policies and general discipline programs and policies were not very or not at all effective in reducing certain problems, by instructional level and location of school: United States, 1990-91

Student problem	Total	School characteristic					
		Instructional level*		Location of school			
		Elementary	Secondary	City	Urban fringe	Town	Rural
Alcohol use	6	2	19	6	3	8	6
Drug use	4	1	11	4	2	5	5
Tobacco use	11	4	29	11	10	10	15
Disruptive behavior	5	5	5	6	3	5	5
Misbehavior	4	4	5	5	3	5	4

*Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

NOTE: Percentages in the "total" column were computed by adding the percentages from the "not very effective" and "not at all effective" columns from Table 9. They may vary between tables because of rounding. Percentages were calculated with all principals in the denominater, including those who indicated (Table 9) that the use or behavior was not a problem in their school.

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 11.--Percentage of public school principals indicating that their school offers drug (including alcohol and tobacco) use education in certain ways, by school characteristics: United States, 1990-91

School characteristic	Way of offering drug use education				
	Within health curriculum	Within science curriculum	As a separate course	Throughout the curriculum	At special assemblies or events
All schools	93	74	37	63	86
Instructional level*					
Elementary	92	73	43	65	86
Secondary	95	77	20	56	86
Location of school					
City	92	75	45	61	88
Urban fringe	90	74	43	62	81
Town	95	75	30	66	86
Rural	93	73	30	62	87
Enrollment size					
Less than 300	93	76	30	66	83
300 to 999	92	73	41	62	87
1,000 or more	94	75	27	57	88
Region					
Northeast	93	75	38	57	86
Central	95	72	30	65	86
Southeast	94	80	35	65	87
West	88	73	43	62	85
Percentage of students receiving free or reduced-price lunches					
10 percent or less	89	70	33	55	82
11 to 40 percent	95	75	39	63	86
41 percent or more	93	75	36	69	90

*Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

NOTE: Percentages do not add to 100 because principals could select as many ways of offering drug use education as applied in their school.

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 12.--Average number of hours drug (including alcohol and tobacco) use education was taught in each grade during the school year: United States, 1990-91

School characteristic	Grade												
	K	1	2	3	4	5	6	7	8	9	10	11	12
All schools	9.9	12.2	13.4	15.2	19.9	23.6	25.0	25.5	24.0	24.1	22.2	16.6	15.1

Table 13.--Average number of hours drug (including alcohol and tobacco) use education was taught in each grade span during the school year, by school characteristics: United States, 1990-91

School characteristic	Grade span			
	K-3	4-6	7-9	10-12
All schools	12.9	22.3	24.5	18.0
Instructional level*				
Elementary	12.7	21.7	24.2	–
Secondary	–	–	22.6	16.7
Location of school				
City	11.3	20.8	23.9	14.8
Urban fringe	14.5	23.1	16.5	14.2
Town	11.4	20.2	24.9	16.8
Rural	13.9	24.8	28.6	21.5
Enrollment size				
Less than 300	13.4	23.7	31.7	22.9
300 to 999	12.5	21.6	20.8	14.3
1,000 or more	(+)	(+)	21.6	15.2
Region				
Northeast	11.6	19.2	25.1	17.6
Central	11.9	20.0	25.0	16.8
Southeast	11.6	20.9	18.7	15.4
West	15.9	27.6	28.2	21.6
Percentage of students receiving free or reduced-price lunches				
10 percent or less	13.0	21.8	18.2	13.3
11 to 40 percent	11.4	21.7	24.2	17.3
41 percent or more	14.1	22.8	29.6	27.4

–Not applicable. Elementary schools were defined as those schools whose highest grade offered is 8 or lower, and whose lowest grade is 6 or lower. Secondary schools were defined as those schools whose lowest grade is 7 or higher, and whose highest grade is 9 or higher.

(+) Too few cases for a reliable estimate.

*Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

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Table 14.--Percentage of public school principals indicating the extent to which certain organizations in their community provide assistance or educational support to promote safe, disciplined, and drug-free schools: United States, 1990-91

Community organization	Extent of support provided			
	Great extent	Moderate extent	Small extent	Not at all
Parent groups	18	31	35	16
Private corporations and businesses	7	24	36	34
Social service agencies	16	40	31	13
Police	35	34	23	8
Civic organizations/service clubs	10	28	34	27
Colleges/universities	2	10	23	65
Religious organizations	5	13	27	54

NOTE: Percentages are computed across each row, but may not sum to 100 because of rounding.

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 15.--Percentage of public school principals indicating that certain organizations in their community provide assistance or educational support to a great or moderate extent to promote safe, disciplined, and drug-free schools, by instructional level and location of school: United States, 1990-91

Community organization	Total	School characteristic					
		Instructional level*		Location of school			
		Elementary	Secondary	City	Urban fringe	Town	Rural
Parent groups	49	51	48	47	63	48	41
Private corporations and businesses	30	31	29	39	33	30	21
Social service agencies	56	55	60	57	57	61	51
Police	69	70	70	74	77	68	58
Civic organizations/service clubs	39	39	38	37	38	42	37
Colleges/universities	12	12	12	15	8	12	12
Religious organizations	18	15	24	15	13	22	24

*Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

NOTE: Percentages in the "total" column were computed by adding the percentages from the "great extent" and "moderate extent" columns from Table 13. They may vary between tables because of rounding.

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

Survey Methodology and Data Reliability

Sample Selection

A stratified sample of 890 schools was drawn from the 1988-89 list of public schools compiled by the National Center for Education Statistics (NCES). This file contains about 85,000 listings and is part of the NCES Common Core of Data (CCD) School Universe. Regular, vocational education, and alternative schools in the 50 states and District of Columbia were included in the survey universe, while special education schools were excluded from the frame prior to sampling. Schools not operated by local education agencies and those including only prekindergarten or kindergarten were also excluded. With these exclusions, the final sampling frame consisted of approximately 81,100 eligible schools. The schools were stratified by type of locale (city, urban fringe, town, rural) and level of instruction (elementary, secondary, and combined schools). Within each of the 12 strata, schools were sorted first by state, then district (within each state), and then enrollment size (within each district). Next schools were selected with probabilities proportionate to the square root of the number of full-time-equivalent (FTE) teachers in the school.

Response Rates

In mid-April 1991, questionnaires (see Appendix B) were mailed to the 890 principals in the sample. Six of the schools were found to be out-of-scope, leaving 884 principals in the sample. Telephone followup of nonrespondents was initiated in mid-May; data collection was completed by the end of June. For the eligible principals that received surveys, a response rate of 94 percent (830 responding principals divided by the 884 principals in the sample) was obtained (see table B). Item nonresponse ranged from 0.0 percent to 3.1 percent.

Sampling and Nonsampling Errors

The response data were weighted to produce national estimates. The weights were designed to adjust for the variable probabilities of selection and differential nonresponse. The findings in this report are estimates based on the sample selected and, consequently, are subject to sampling variability.

Table B.--Number of public school principals in the study sample that responded, by school characteristics: United States, 1990-91

School characteristic	Sample	Out-of-scope	Nonrespondents	Respondents
All schools	890	6	54	830
Instructional level				
Combined	31	3	4	33
Elementary	545	1	32	510
Secondary	314	2	18	287
Location of school				
City	230	3	23	204
Urban fringe	234	3	19	212
Town	200	0	7	221
Rural	226	0	5	193
Enrollment size				
Less than 300	192	5	5	182
300 to 999	558	1	33	524
1,000 or more	140	0	16	124
Region				
Northeast	186	0	16	170
Central	242	1	10	231
Southeast	210	2	11	197
West	252	3	17	232

NOTE: The response rate is calculated by dividing the number of respondents by the number of eligible principals (the number of principals in the sample minus the number of out-of-scope principals).

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

The survey estimates are also subject to nonsampling errors that can arise because of nonobservation (nonresponse or noncoverage) errors, errors of reporting, and errors made in collection of the data. These errors can sometimes bias the data. Nonsampling errors may include such problems as the differences in the respondents' interpretation of the meaning of the questions; memory effects; misrecording of responses; incorrect editing, coding, and data entry; differences related to the particular time the survey was conducted; or errors in data preparation. While general sampling theory can be used in part to determine how to estimate the sampling variability of a statistic, nonsampling errors are not easy to measure and, for measurement purposes, usually require that an experiment be conducted as part of the data collection procedures or that data external to the study be used.

To minimize the potential for nonsampling errors, the questionnaire was pretested with principals like those who completed the survey. During the design of the survey and the survey pretest, an effort was made to check for consistency of interpretation of questions and to eliminate ambiguous items. The questionnaire and instructions were extensively reviewed by the National Center for Education Statistics, as well as the Office of Educational Research and Improvement, the Office of the Undersecretary, and the Drug Planning and Outreach Staff, Office of Elementary/Secondary Education, in the Department of Education. Manual and machine editing of the questionnaires were conducted to check the data for accuracy and consistency. Cases with missing or inconsistent items were recontacted by telephone. Imputations for item nonresponse were not implemented, as item nonresponse rates were less than 5 percent (for most items, nonresponse rates were less than 1 percent). Data were keyed with 100 percent verification.

Variances

The standard error is a measure of the variability of estimates due to sampling. It indicates the variability of a sample estimate that would be obtained from all possible samples of a given design and size. Standard errors can be used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, the estimated percentage of principals who consider student alcohol use a serious or moderate problem in their school is 11 percent, and the estimated standard error is 1.0 percent. The 95 percent confidence interval for the statistic extends from 11 - (1.0 times 1.96) to 11 + (1.0 times 1.96), or from 9 to 13 percent.

Estimates of standard errors were computed using a technique known as jackknife replication. As with any replication method, jackknife replication involves constructing a number of subsamples (replicates) from the full sample and computing the statistic of interest for each replicate. The mean square error of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic (e.g., Wolter, 1985, Chapter 4). To construct the replications, 30 stratified subsamples of the full sample were created and then dropped one at a time to define 30 jackknife replicates (e.g., Wolter, 1985, page 183). A proprietary computer program (WESVAR), available at Westat, Inc., was used to calculate the estimates of standard errors. The software runs under IBM/OS and VAX/VMS systems.

Background Information

The survey was performed under contract with Westat, Inc., using the Fast Response Survey System (FRSS). Westat's Project Director was Elizabeth Farris, and the Survey Manager was Wendy Mansfield. Judi Carpenter was the NCES Project Officer. The data requestor was Mary Frase, Data Development Division, NCES; outside consultants were Oliver Moles, Office of Research, Office of Educational Research and Improvement (OERI), and Kimmon Richards, Planning and Evaluation Service, the Office of the Undersecretary.

The report was reviewed by Anthony Adams, OERI Fellow, Assistant Professor of Sociology, Eastern Michigan University; Wendy Bruno, Statistician, Bureau of the Census; James Keefe, Director of Research, National Association of Secondary School Principals; Oliver Moles, Office of Research, OERI; and Kimmon Richards, Planning and Evaluation Service, the Office of the Undersecretary. Within NCES, report reviewers were Macknight Black, Postsecondary Education Statistics Division, and Edie MacArthur, Data Development Division.

For more information about the Fast Response Survey System or the Surveys on Safe, Disciplined, Drug-Free Schools, contact Judi Carpenter, Office of Educational Research and Improvement, National Center for Education Statistics, 555 New Jersey Avenue NW, Washington, DC 20208-5651, telephone (202) 219-1333.

References

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Appendix A: Standard Error Tables

Table 1a.--Standard errors of the percentage of public school principals indicating the extent of certain problems in their school: United States, 1990-91

Problem	Extent of problem			
	Serious	Moderate	Minor	Not a problem
Student tardiness	0.7	2.1	1.9	1.7
Student absenteeism/class cutting	1.0	1.5	1.8	1.5
Physical conflicts among students	0.5	1.5	1.7	1.6
Robbery or theft of items over $10	--	0.8	1.5	1.9
Vandalism of school property	0.4	1.0	1.2	1.4
Student alcohol use	0.5	0.9	1.4	1.6
Student drug use	0.3	0.6	1.2	1.3
Sale of drugs on school grounds	--	0.2	1.1	1.1
Student tobacco use	0.5	0.9	1.5	1.6
Student possession of weapons	--	0.3	0.9	1.0
Trespassing	0.3	0.9	1.6	1.8
Verbal abuse of teachers	0.4	1.0	1.7	1.7
Physical abuse of teachers	--	0.4	1.0	1.1
Teacher absenteeism	0.4	1.2	1.2	1.6
Teacher alcohol or drug use	--	0.5	1.2	1.2
Racial tensions	--	0.7	1.4	1.4

-- Estimate of standard error is not reported because it is based on a statistic rounded to 0 percent.

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 2a.--Standard errors of the percentage of public school principals indicating that certain problems in their school were serious or moderate, by instructional level and location of school: United States, 1990-91

Problem	Total	School characteristic					
		Instructional level*		Location of school			
		Elementary	Secondary	City	Urban fringe	Town	Rural
Student tardiness	2.2	2.8	2.7	4.2	4.2	2.7	2.9
Student absenteeism/ class cutting	1.8	2.0	2.6	3.6	3.5	2.2	2.6
Physical conflicts among students	1.4	1.8	1.9	2.8	3.1	2.5	3.3
Robbery or theft of items over $10	0.8	0.9	1.9	1.5	1.4	1.2	1.9
Vandalism of school property	1.2	1.5	2.1	2.9	1.9	1.7	3.1
Student alcohol use	1.0	0.8	2.9	1.9	1.2	1.5	2.4
Student drug use	0.7	0.5	2.1	1.5	1.1	1.4	1.8
Sale of drugs on school grounds	0.2	--	0.7	0.4	0.6	0.0	0.5
Student tobacco use	1.1	0.6	3.0	2.1	1.6	2.1	2.0
Student possession of weapons	0.3	0.5	0.9	1.4	0.6	1.0	0.6
Trespassing	1.0	1.2	1.4	2.1	1.7	1.1	1.8
Verbal abuse of teachers	1.1	1.1	1.5	2.4	1.7	2.3	1.8
Physical abuse of teachers	0.4	0.4	0.4	1.6	--	0.8	0.0
Teacher absenteeism	1.1	1.3	2.1	2.8	1.8	1.9	2.2
Teacher alcohol or drug use	0.5	0.5	0.5	0.9	1.5	--	1.2
Racial tensions	0.7	0.9	1.2	2.0	1.1	1.3	1.4

*Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

-- Estimate of standard error is not reported because it is based on a statistic rounded to 0 percent.

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 3a. -- Standard errors of the total and average number of times certain school actions were taken for disruptive behavior or student alcohol and drug use, possession, or sales during the fall 1990 semester, by school characteristics: United States, 1990-91

School characteristic	School action									
	Transfer to an alternative school		In-school suspension		Suspension		Expulsion		Notification of police	
	Total (in thousands)	Average number of occurrences per 100 students	Total (in thousands)	Average number of occurrences per 100 students	Total (in thousands)	Average number of occurrences per 100 students	Total (in thousands)	Average number of occurrences per 100 students	Total (in thousands)	Average number of occurrences per 100 students
All schools	11.7	0.03	212.6	0.57	121.7	0.31	4.3	0.01	11.4	0.03
Instructional level*										
Elementary	7.8	0.03	137.2	0.57	68.1	0.26	1.6	--	5.8	0.02
Secondary	9.3	0.08	140.0	1.08	110.4	0.85	3.7	0.03	9.7	0.07
Location of school										
City	9.8	0.09	179.7	1.51	69.7	0.57	3.3	0.03	11.1	0.09
Urban fringe	5.7	0.05	62.3	0.59	49.5	0.43	2.4	0.02	4.7	0.04
Town	3.8	0.04	82.0	0.84	83.0	0.88	1.5	0.02	3.9	0.04
Rural	2.1	0.03	68.3	0.99	38.1	0.52	0.9	0.01	2.5	0.04
Enrollment size										
Less than 300	1.4	0.03	43.0	1.03	57.9	1.30	1.2	0.03	2.9	0.07
300 to 999	7.9	0.03	164.5	0.64	79.7	0.29	2.4	0.01	10.8	0.04
1,000 or more	7.9	0.09	135.9	1.49	62.5	0.64	3.2	0.03	7.9	0.07
Region										
Northeast	2.5	0.03	60.0	0.76	46.2	0.55	0.7	--	2.8	0.03
Central	2.4	0.03	59.5	0.55	69.0	0.73	2.1	0.02	7.5	0.09
Southeast	4.1	0.04	159.1	1.53	68.5	0.62	3.1	0.03	3.0	0.02
West	10.7	0.09	151.3	1.29	41.0	0.32	2.4	0.02	6.8	0.05
Percentage of students receiving free or reduced-price lunches										
10 percent or less	6.5	0.07	75.9	0.67	7.7	0.74	0.7	--	3.3	0.03
11 to 40 percent	7.0	0.04	163.6	0.97	51.8	0.28	3.2	0.02	5.9	0.03
41 percent or more	7.1	0.06	135.8	1.16	85.7	0.69	3.5	0.03	10.4	0.08

*Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

-- Estimate of standard error is not reported because it is based on a statistic rounded to 0 percent.

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 4a.--Standard errors of the total number and the percentage of different students for whom certain school actions were taken for disruptive behavior or student alcohol and drug use, possession, or sales during the fall 1990 semester, by school characteristics: United States, 1990-91

School characteristic	Students involved in disciplinary action									
	Transfer to an alternative school		In-school suspension		Suspension		Expulsion		Notification of police	
	Total (in thousands)	Percent	Total (in thousands)	Percent	Total (in thousands)	Percent	Total (in thousands)	Percent	Total (in thousands)	Percent
All schools	10.8	0.03	123.3	0.32	82.5	0.20	4.2	0.01	12.2	0.03
Instructional level*										
Elementary	5.9	0.03	85.9	0.35	46.6	0.18	1.6	--	6.4	0.03
Secondary	9.3	0.08	74.1	0.57	66.2	0.49	3.7	0.03	10.3	0.07
Location of school										
City	8.3	0.07	91.8	0.75	43.7	0.35	3.3	0.03	11.7	0.09
Urban fringe	6.1	0.05	34.5	0.33	30.8	0.27	2.4	0.02	5.4	0.04
Town	4.0	0.04	54.8	0.55	40.4	0.42	1.5	0.02	5.2	0.05
Rural	2.1	0.03	23.8	0.38	33.4	0.45	0.9	0.01	2.6	0.04
Enrollment size										
Less than 300	1.4	0.03	14.2	0.36	22.4	0.49	1.2	0.03	2.5	0.06
300 to 999	6.2	0.03	97.9	0.38	56.6	0.21	2.4	0.01	10.3	0.04
1,000 or more	8.3	0.09	66.7	0.70	44.5	0.48	3.2	0.03	9.4	0.09
Region										
Northeast	2.5	0.03	30.1	0.39	24.3	0.29	0.7	--	3.1	0.08
Central	2.4	0.03	46.0	0.47	37.0	0.42	2.1	0.02	6.9	0.04
Southeast	4.3	0.04	98.1	0.85	49.3	0.43	3.1	0.03	4.0	0.03
West	9.6	0.08	63.1	0.53	33.2	0.26	2.4	0.02	7.9	0.06
Percentage of students receiving free or reduced-price lunches										
10 percent or less	6.4	0.06	37.7	0.32	46.0	0.43	0.7	--	4.3	0.04
11 to 40 percent	7.2	0.04	80.5	0.47	44.3	0.24	3.1	0.02	8.4	0.05
41 percent or more	5.1	0.04	77.9	0.64	56.0	0.44	3.5	0.03	10.9	0.08

*Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

-- Estimate of standard error is not reported because it is based on a statistic rounded to 0 percent.

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 5a. - Standard errors of the percentage of public school principals indicating whether their school has certain types of services and procedures sponsored by the school or district specifically for disruptive students: United States, 1990-91

Service or procedure	Services for disruptive students								
	Yes			No			Not needed		
	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary
Individual or group counseling programs	1.4	1.6	2.3	1.0	1.1	2.2	0.9	0.9	1.2
Peer counseling program	2.2	2.2	3.1	2.1	2.2	3.3	0.9	1.2	1.1
In-school suspension	1.6	2.0	2.5	1.1	1.4	2.3	0.9	1.1	1.3
Procedure to identify high risk students	1.5	1.9	2.0	1.4	1.7	2.1	0.6	0.7	0.9
Procedure to refer to alternative programs or schools*	1.7	2.0	2.7	1.7	1.9	2.4	0.7	1.0	1.1
Academic assistance programs	1.4	1.8	2.2	1.4	1.9	2.5	0.8	0.9	1.0
Support groups for students (student assistance programs or SAPs)	1.6	2.1	2.7	1.6	2.1	3.1	1.0	1.3	1.2
Community service projects	2.0	2.4	2.7	1.8	2.3	2.9	1.2	1.5	1.2
Health services	1.5	1.9	2.2	1.5	1.8	2.4	0.8	0.9	1.1
Referral to social services outside the school system	1.1	1.2	1.7	0.8	1.0	1.2	0.8	0.9	1.0
Parent participation in school decisions about students	1.2	1.6	2.3	1.1	1.3	2.2	0.6	0.7	0.7
Outreach or education programs for parents	1.5	2.0	2.3	1.4	1.9	2.4	0.7	0.8	1.1
Classroom instruction in conflict management	1.6	1.9	3.0	1.6	2.0	3.3	0.8	1.0	1.3

*Approximately 1 percent of the respondents were principals at alternative schools and, thus, did not answer this item.

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 6a. - Standard errors of the percentage of public school principals indicating whether their school has certain types of services and procedures sponsored by the school or district specifically for students using alcohol, drugs, or tobacco: United States, 1990-91

Service or procedure	Services for students using alcohol, drugs, or tobacco								
	Yes			No			Not needed		
	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary
Individual or group counseling programs	1.7	2.1	2.4	1.2	1.5	2.2	1.6	2.1	1.3
Peer counseling program	1.8	1.9	2.6	1.9	2.2	3.0	1.9	2.2	1.5
In-school suspension	1.8	2.1	2.8	1.1	1.2	3.0	1.9	2.3	1.8
Procedure to identify high risk students	1.8	2.0	2.3	1.3	1.4	2.4	1.7	2.0	1.2
Procedure to refer to alternative programs or schools*	1.1	1.8	2.1	1.4	1.9	2.6	1.7	2.2	1.6
Academic assistance programs	1.6	1.7	2.9	1.6	2.1	3.1	1.7	2.3	1.4
Support groups for students (student assistance programs or SAPs)	1.7	2.0	2.9	1.6	2.4	2.7	1.8	2.3	1.6
Community service projects	1.5	1.8	2.8	1.9	2.6	2.8	1.7	2.1	1.9
Health services	1.6	2.1	2.2	1.3	1.6	2.3	1.7	2.2	1.5
Referral to social services outside the school system	1.7	2.0	2.1	1.0	1.2	1.4	1.7	2.1	1.5
Parent participation in school decisions about students	1.7	2.1	2.5	1.2	1.3	2.5	1.7	2.2	1.3
Outreach or education programs for parents	1.4	1.8	2.7	1.5	2.1	2.6	1.8	2.2	1.5
Classroom instruction in conflict management	1.2	1.6	3.0	1.4	1.8	3.0	1.8	2.3	1.5

*Approximately 1 percent of the respondents were principals at alternative schools and, thus, did not answer this item.

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 7a.--Standard errors of the percentage of public school principals indicating the extent to which certain factors limit the ability to maintain order and discipline in their school: United States, 1990-91

Factor	Limits ability to maintain order and discipline			
	Great extent	Moderate extent	Small extent	Not at all
Lack of or inadequate number of security personnel	0.4	0.8	1.2	1.5
Lack of or inadequate teacher training in discipline procedures and school law	0.6	1.3	1.8	1.4
Lack of or inadequate alternative placements/ programs for disruptive students	1.0	1.3	1.2	1.7
Likelihood of complaints from parents	0.7	1.2	1.5	1.7
Lack of teacher support for policies	0.4	0.8	1.4	1.4
Faculty's fear of student reprisal	--	0.5	1.4	1.4

-- Estimate of standard error is not reported because it is based on a statistic rounded to 0 percent.

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 8a.--Standard errors of the percentage of public school principals indicating that certain factors limit to a great or moderate extent the ability to maintain order and discipline in their school, by instructional level and location of school: United States, 1990-91

Factor limiting the ability to maintain order and discipline	Total	School characteristic					
		Instructional level*		Location of school			
		Elementary	Secondary	City	Urban fringe	Town	Rural
Lack of or inadequate number of security personnel	0.9	0.9	1.7	1.9	1.4	1.3	1.0
Lack of or inadequate teacher training in discipline procedures and school law	1.5	1.8	2.3	3.1	2.2	2.7	2.9
Lack of or inadequate alternative placements/ programs for disruptive students	1.6	1.9	2.4	3.4	3.2	3.4	3.7
Likelihood of complaints from parents	1.6	2.0	1.9	3.1	2.7	1.9	3.0
Lack of teacher support for policies	0.9	1.0	1.9	2.2	1.5	1.6	1.4
Faculty's fear of student reprisal	0.6	0.6	1.2	1.4	0.8	1.0	1.1

*Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 9a.--Standard errors of the percentage of public school principals indicating specified levels of effectiveness for their school's alcohol, drug, and tobacco prevention programs and policies and general discipline programs and policies in reducing certain problems: United States, 1990-91

Student problem	Policy effectiveness				
	Highly effective	Moderately effective	Not very effective	Not at all effective	Use or behavior not a problem
Alcohol use*	1.2	1.1	0.8	0.3	1.6
Drug use*	1.4	1.1	0.7	–	1.8
Tobacco use*	1.3	1.3	0.8	0.5	1.6
Disruptive behavior	1.5	1.6	0.9	0.3	1.3
Misbehavior	1.2	1.4	0.7	–	1.0

*Less than 1 percent of the principals reported that their school had no alcohol, drug, or tobacco prevention programs or policies and, thus, did not answer this item.

– Estimate of standard error is not reported because it is based on a statistic rounded to 0 percent.

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 10a. - Standard errors of the percentage of public school principals indicating that their school's alcohol, drug, and tobacco prevention programs and policies and general disicpline programs and policies were not very or not at all effective in reducing certain problems, by instructional level and location of school: United States, 1990-91

Student problem	Total	School characteristic					
		Instructional level*		Location of school			
		Elementary	Secondary	City	Urban fringe	Town	Rural
Alcohol use	0.8	0.4	2.2	2.2	1.0	1.4	1.5
Drug use	0.8	0.5	2.1	2.2	0.8	1.0	1.3
Tobacco use	0.9	0.7	2.6	2.4	1.7	1.6	2.0
Disruptive behavior	1.0	1.1	1.5	1.5	1.1	1.3	1.7
Misbehavior	0.8	0.9	1.3	1.3	1.4	1.5	1.6

*Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 11a. -- Standard errors of the percentage of public school principals indicating that their school offers drug (including alcohol and tobacco) use education in certain ways, by school characteristics: United States, 1990-91

School characteristic	Way of offering drug use education				
	Within health curriculum	Within science curriculum	As a separate course	Throughout the curriculum	At special assemblies or events
All schools	1.0	1.6	1.9	1.7	1.6
Instructional level*					
Elementary	1.4	2.2	2.4	2.0	1.8
Secondary	1.3	2.6	2.2	3.0	2.3
Location of school					
City	2.0	3.3	3.4	3.7	3.2
Urban fringe	2.1	3.0	3.4	3.8	2.9
Town	1.5	3.5	2.9	3.2	2.1
Rural	2.3	3.7	4.0	3.7	2.4
Enrollment size					
Less than 300	2.0	2.9	4.1	3.6	2.8
300 to 999	1.3	2.2	1.9	2.2	1.7
1,000 or more	2.1	3.6	4.0	4.6	3.2
Region					
Northeast	2.3	3.2	3.2	3.5	3.4
Central	1.6	2.9	2.9	3.4	2.2
Southeast	1.8	2.9	2.8	4.1	2.4
West	2.4	3.7	3.7	3.4	2.5
Percentage of students receiving free or reduced-price lunches					
10 percent or less	2.4	3.4	3.8	4.4	3.3
11 to 40 percent	1.5	2.2	2.9	2.5	1.9
41 percent or more	1.7	3.2	2.8	2.8	1.9

*Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 12a. -- Standard errors of the average number of hours drug (including alcohol and tobacco) use education was taught in each grade during the school year: United States, 1990-91

School characteristic	Grades												
	K	1	2	3	4	5	6	7	8	9	10	11	12
All schools	0.76	0.93	0.98	0.99	1.40	1.52	1.43	1.99	1.79	2.64	2.73	2.31	2.34

Table 13a. -- Standard errors of the average number of hours drug (including alcohol and tobacco) use education was taught in each grade span during the school year, by school characteristics: United States, 1990-91

School characteristic	Grade span			
	K-3	4-6	7-9	10-12
All schools	0.85	1.18	1.70	2.37
Instructional level*				
Elementary	0.84	1.26	2.37	--
Secondary	--	--	1.89	1.86
Location of school				
City	1.16	1.54	2.59	3.23
Urban fringe	1.93	2.03	1.67	1.65
Town	1.08	1.92	2.95	2.32
Rural	2.27	3.01	4.29	4.74
Enrollment size				
Less than 300	2.14	2.52	4.26	5.34
300 to 999	0.86	1.54	1.54	1.43
1,000 or more	(+)	(+)	3.02	2.72
Region				
Northeast	1.19	1.76	2.95	3.31
Central	1.77	2.15	3.35	3.53
Southeast	0.94	1.93	2.99	5.78
West	2.09	2.52	4.03	7.14
Percentage of students receiving free or reduced-price lunches				
10 percent or less	1.96	2.30	2.18	1.39
11 to 40 percent	1.62	2.25	2.58	3.18
41 percent ormore	0.93	1.26	3.29	7.77

--Not applicable. Elementary schools were defined as those schools whose highest grade offered is 8 or lower, and whose lowest grade is 6 or lower. Secondary schools were defined as those schools whose lowest grade is 7 or higher, and whose highest grade is 9 or higher.

(+) Estimate of standard error is not reported because it is based on a statistic for which there were too few cases for a reliable estimate.

*Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 14a. -- Standard errors of the percentage of public school principals indicating the extent to which certain organizations in their community provide assistance or educational support to promote safe, disciplined, and drug-free schools: United States, 1990-91

Community organization	Extent of support provided			
	Great extent	Moderate extent	Small extent	Not at all
Parent groups	1.4	1.4	1.3	1.2
Private corporations and businesses	0.9	1.4	1.5	1.6
Social service agencies	1.3	1.8	1.6	1.2
Police	1.7	1.3	1.3	1.0
Civic organizations/service clubs	1.1	1.8	2.0	1.7
Colleges/universities	0.4	1.1	1.2	1.6
Religious organizations	0.8	0.8	1.4	1.2

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 15a. -- Standard errors of the percentage of public school principals indicating that certain organizations in their community provide assistance or educational support to a great or moderate extent to promote safe, disciplined, and drug-free schools, by instructional level and location of school: United States, 1990-91

Community organization	Total	School characteristic					
		Instructional level*		Location of school			
		Elementary	Secondary	City	Urban fringe	Town	Rural
Parent groups	1.5	1.6	2.5	3.0	3.3	3.8	4.0
Private corporations and businesses	1.5	1.7	2.3	3.8	2.7	3.2	2.8
Social service agencies	1.9	2.2	3.3	4.3	2.7	3.6	4.8
Police	1.7	2.1	3.2	3.1	2.8	3.3	3.5
Civic organizations/service clubs	2.0	2.6	2.1	3.9	3.3	4.1	4.5
Colleges/universities	1.2	1.6	1.8	2.6	1.7	2.2	2.6
Religious organizations	1.0	1.4	2.0	2.8	2.2	3.1	2.8

*Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

SOURCE: Fast Response Survey System, Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 41, U.S. Department of Education, National Center for Education Statistics, 1991.

Appendix B: Questionnaire

U.S. DEPARTMENT OF EDUCATION NATIONAL CENTER FOR EDUCATION STATISTICS WASHINGTON, D.C. 20208-5651 **PRINCIPAL SURVEY ON SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS** FAST RESPONSE SURVEY SYSTEM	FORM APPROVED O.M.B. No.: 1850-0657 EXPIRATION DATE: 12/91
This survey is authorized by law (20 U.S.C. 1221e-l). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.	

DEFINITIONS FOR THIS SURVEY:

Drug use education refers to learning activities and related policies to prevent or reduce alcohol, drug (e.g., marijuana, inhalants, cocaine) and tobacco use by youth. It does not include clinical treatment or rehabilitation.

Disruptive behavior refers to serious and/or unlawful actions that may interfere with order in school (e.g., physical attacks, property destruction, thefts). Alcohol, drug, and tobacco use, possession, sales, and distribution should be reported separately on this questionnaire and not included under "disruptive behavior."

Misbehavior refers to less serious actions that may interfere with classroom teaching (e.g., student talking in class, tardiness, class cutting).

AFFIX LABEL HERE

IF ABOVE INFORMATION IS INCORRECT, PLEASE UPDATE DIRECTLY ON LABEL.

Name of Person Completing this Form:_____ Telephone Number:_____

Title:_____

RETURN COMPLETED FORM TO:

WESTAT, INC.
1650 Research Boulevard
Rockville, Maryland 20850

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850-0657, Washington, D.C. 20503.

NCES Form No. 2379-41, 4/91

1. Circle the number indicating to what extent, if any, each of the following has been a problem in your school during the 1990-91 school year.

		SERIOUS	MODERATE	MINOR	NOT A PROBLEM
a.	Student tardiness	1	2	3	4
b.	Student absenteeism/class cutting	1	2	3	4
c.	Physical conflicts among students	1	2	3	4
d.	Robbery or theft of items over $10	1	2	3	4
e.	Vandalism of school property	1	2	3	4
f.	Student alcohol use	1	2	3	4
g.	Student drug use	1	2	3	4
h.	Sale of drugs on school grounds	1	2	3	4
i.	Student tobacco use	1	2	3	4
j.	Student possession of weapons	1	2	3	4
k.	Trespassing	1	2	3	4
l.	Verbal abuse of teachers	1	2	3	4
m.	Physical abuse of teachers	1	2	3	4
n.	Teacher absenteeism	1	2	3	4
o.	Teacher alcohol or drug use	1	2	3	4
p.	Racial tensions	1	2	3	4

2. How many times were the following school actions taken at your school for disruptive behavior or student alcohol and drug use, possession, or sales during the fall 1990 semester? In Column A count each incident of the school action. In Column B count the total number of different students involved for each type of school action. *(Write 0 if action was not taken; write NA if action was not an available option.)*

	SCHOOL ACTION	A. NUMBER OF TIMES	B. NUMBER OF STUDENTS
a.	Transfer to an alternative school	_____	_____
b.	In-school suspension	_____	_____
c.	Suspension	_____	_____
d.	Expulsion	_____	_____
e.	Notification of police	_____	_____

3. Circle the number indicating whether your school has any of the following types of services and procedures sponsored by the school or district specifically for disruptive students (Column A) and specifically for students using alcohol, drugs, or tobacco (Column B).

		A. DISRUPTIVE STUDENTS			B. STUDENTS USING ALCOHOL, DRUGS, OR TOBACCO		
		YES	NO	NOT NEEDED	YES	NO	NOT NEEDED
a.	Individual or group counseling programs	1	2	3	1	2	3
b.	Peer counseling program	1	2	3	1	2	3
c.	In-school suspension	1	2	3	1	2	3
d.	Procedure to identify high risk students	1	2	3	1	2	3
e.	Procedure to refer to alternative programs or schools	1	2	3	1	2	3
f.	Academic assistance programs	1	2	3	1	2	3
g.	Support groups for students (student assistance programs or SAPs)	1	2	3	1	2	3
h.	Community service projects	1	2	3	1	2	3
i.	Health services	1	2	3	1	2	3
j.	Referrals to social services outside the school system	1	2	3	1	2	3
k.	Parent participation in school decisions about students	1	2	3	1	2	3
l.	Outreach or education programs for parents	1	2	3	1	2	3
m.	Classroom instruction in conflict management	1	2	3	1	2	3

4. Circle the number indicating to what extent each of the following limits the ability to maintain order and discipline in your school.

		LIMITS ABILITY TO MAINTAIN ORDER AND DISCIPLINE			
		GREAT EXTENT	MODERATE EXTENT	SMALL EXTENT	NOT AT ALL
a.	Lack of or inadequate number of security personnel	1	2	3	4
b.	Lack of or inadequate teacher training in discipline procedures and school law	1	2	3	4
c.	Lack of or inadequate alternative placements/programs for disruptive students	1	2	3	4
d.	Likelihood of complaints from parents	1	2	3	4
e.	Lack of teacher support for policies	1	2	3	4
f.	Faculty's fear of student reprisal	1	2	3	4
g.	Other (*specify*)_____	1	2	3	4

5. Circle the number indicating how effective you think your school's alcohol, drug, and tobacco prevention programs and policies have been in reducing problems in your school during the 1990-91 school year. *(If alcohol, drug, or tobacco use has not been a problem in your school, circle 5.)*

		HIGHLY EFFECTIVE	MODERATELY EFFECTIVE	NOT VERY EFFECTIVE	NOT AT ALL EFFECTIVE	HAS NOT BEEN A PROBLEM
a.	Student alcohol use	1	2	3	4	5
b.	Student drug use	1	2	3	4	5
c.	Student tobacco use	1	2	3	4	5

6. Circle the number indicating how effective you think your school's general discipline programs and policies have been in reducing problems in your school during the 1990-91 school year. *(If there have not been any discipline problems in your school, circle 5.)*

		HIGHLY EFFECTIVE	MODERATELY EFFECTIVE	NOT VERY EFFECTIVE	NOT AT ALL EFFECTIVE	HAS NOT BEEN A PROBLEM
a.	Disruptive behavior	1	2	3	4	5
b.	Misbehavior	1	2	3	4	5

7. a. In which of the following ways does your school offer drug (including alcohol and tobacco) use education? *(Circle one for each.)*

	YES	NO		YES	NO
1) Within health curriculum	1	2	4) Throughout the curriculum	1	2
2) Within science curriculum	1	2	5) At special assemblies or events	1	2
3) As a separate course	1	2	6) Other (*specify*)_____	1	2

b. What is the average number of hours drug (including alcohol and tobacco) use education will be taught in each grade during the 1990-91 school year? *(Write 0 for each grade in which it is not taught; write NA for each grade not offered at your school.)*

GRADE	HOURS	GRADE	HOURS	GRADE	HOURS	GRADE	HOURS
K	_____	4	_____	7	_____	10	_____
1	_____	5	_____	8	_____	11	_____
2	_____	6	_____	9	_____	12	_____
3	_____						

8. Circle the number indicating the extent to which each of the following organizations in your community provides assistance or educational support to promote safe, disciplined, and drug-free schools.

		GREAT EXTENT	MODERATE EXTENT	SMALL EXTENT	NOT AT ALL
a.	Parent groups	1	2	3	4
b.	Private corporations and businesses	1	2	3	4
c.	Social services agencies	1	2	3	4
d.	Police	1	2	3	4
e.	Civic organizations/service clubs	1	2	3	4
f.	Colleges/universities	1	2	3	4
g.	Religious organizations	1	2	3	4

9. a. To obtain an approximate socioeconomic measure for your school in order to better interpret the data of this survey, please indicate the percent of students in your school currently receiving federally funded free or reduced-price lunches. _____%

b. What was the average daily rate of student attendance during the fall 1990 semester? _____%

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